



---

**Koenig-Lewis N, Asaad Y, Palmer A, Petersone E.**

**[The effects of passage of time on alumni recall of 'student experience'.](#)**

***Higher Education Quarterly 2016, 70(1), 59-80***

**Copyright:**

This is the peer reviewed version of the following article: Koenig-Lewis N, Asaad Y, Palmer A, Petersone E. [The effects of passage of time on alumni recall of 'student experience'](#). *Higher Education Quarterly* 2016, **70**(1), 59-80, which has been published in final form at <http://dx.doi.org/10.1111/hequ.12063>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.

**DOI link to article:**

<http://dx.doi.org/10.1111/hequ.12063>

**Date deposited:**

11/01/2017

**Embargo release date:**

23 January 2017

# **The effects of passage of time on alumni recall of ‘student experience’**

## **Abstract**

‘Student experience’ has become a popular term with higher education managers, but is theoretically under-developed. This paper conceptualises student experience as a construction from memory and advances previous discussion within the higher education sector by distinguishing between recalled academic and social experience. The results of a predominantly quantitative survey of 883 alumni indicated that recalled academic experience had greater effect on subsequent loyalty attitudes and behaviours than recalled social experience. Cluster analyses indicated that alumni having strong ties with their university were more likely over time to identify with the recalled academic experience of their university, while those with weak ties were more likely to identify with recalled social experiences. Implications for development of alumni associations are made based on targeting groups with different levels of ties with the university.

**Keywords:** alumni loyalty, student experience, alumni identity, time

# **The effects of passage of time on alumni recall of ‘student experience’**

## **Introduction**

Students’ loyalty to their university is a multiphase concept that stretches from enrolment through to retirement and beyond.’ Barnard and Rensleigh (2008) noted that ‘the establishment and nurturing of mutually beneficial relations between a university and its alumni, as a primary stakeholder group, should be a top priority for any higher education institution that wants to prosper and grow in a fast-changing and highly competitive market’. Universities differ in their success at developing alumni (Gallo, 2013) and a number of articles have investigated factors associated with successful alumni development (e.g. Farrow and Yuan, 2011, Weerts et al., 2010).

This paper seeks to make a contribution by investigating the links between students’ recalled experience of their time as a student and their subsequent loyalty attitudes and behaviours towards their university. Some previous studies have investigated the effects of student experience on alumni giving behaviour (e.g. Monks, 2003, Clotfelter, 2003), but there has been relatively little research linking experience to non-financial aspects of alumni support, such as recommending and providing access to professional networks (Newman and Petrosko (2011).

The concept of “student experience” has become a topic of great recent interest among academics and practitioners (Fisher, 2010), but definitions often remain vague or circular. For example, Gupta and Vajic (2000) proposed that ‘...an experience occurs when a customer has any sensation or knowledge acquisition resulting from some level of interaction with different elements of a context created by the service provider’. Summarising the key problems involved in conceptualising and measuring experience, Prahalad and Ramaswamy (2003)

noted that ‘value creation is defined by the experience of the specific customer, at a specific point in time and location, in the context of a specific event’.

Many discussions of experience have linked the concept to changes in an individual’s affective state (Jüttner et al., 2013), while memory has been seen as important in distinguishing events which have little affective value and are soon forgotten from those which have a strong influence on affective state and are remembered long after the event (Manthiou et al., 2014). In this paper experience has been defined as an event which is recalled. An event which is recalled strongly after the event will have greater valence as an experience than one which is soon forgotten.

In addition, most of the literature on student experience focused on experience in the context of student retention (e.g., Wilcox et al., 2005). This study examines the concept of student experience as a recalled event from the perspective of alumni.

Although a general consensus was noted above that students’ experience at university influences loyalty towards their institution (Pascarella and Terenzini, 1980, Sung and Yang, 2009), the literature on the student experience is less prevalent in the education literature (Gibbs and Dean, 2014 (in press)) with few studies have deconstructed components of students’ experience. Berger and Milem (1999) distinguished between academic and social experience and noted that students’ involvement in their university through social experience was a stronger predictor of future loyalty to it than academic experience. In contrast Hennig-Thurau *et al.* (2001) focused on academic experience and found perceived quality of teaching to be a key determinant of student loyalty. Mael and Ashforth (1992) found that positive academic experience led to higher support for the university. However, their study disregarded social aspect of students’ experience and its potential effects on alumni loyalty and failed to capture the effects of experience on loyalty over time.

This study contributes to knowledge about the relationships that graduates develop and sustain with their university after graduating. Numerous studies have investigated the role of student alumni associations, especially in the context of alumni giving (e.g. Tom and Elmer, 1994, Bristol, 1990, Belfield and Beney, 2000) but the link with specific elements of students' recalled experience remains relatively unexplored. Furthermore, little research has investigated whether different components of students' recalled experience live on in memory with differential effects. It may, for example, be expected that individuals recollect their experience in different ways as they pass through a life course, from current student, to 'fresh' graduate exploring the job market, to becoming more mature alumni. This paper therefore responds to previous calls for further research into the dynamics of students' relationships with their university and the factors that motivate alumni to remain loyal (Kahu, 2013). To summarise, this study seeks to learn more about whether it is students' recollection of their more formal academic experience or their less formal social experience while at university that has greater influence on their future loyalty towards the university.

## **Conceptual development**

### **Academic experience, social experience and loyalty in higher education**

There is now considerable evidence that students' overall experience at university influences their subsequent perceptions and feelings toward the university (Liu and Jia, 2008, Newman and Petrosko, 2011), although some have noted that positive experience does not necessarily translate into loyal attitudes and behaviours (e.g. Blackmore et al., 2006). Experience has been conceptualised as students' recollection of their involvement in academic and social activities while at university. While some cultures, including Confucian societies recognise the inter-relatedness of academic and social dimensions of learning in the notion of 'whole person education' (Yee, 2001), contemporary analysis of Western higher education has

tended to distinguish between academic and social elements of higher education experience, with distinct but related causes, processes and consequences (Pascarella and Terenzini, 2005).

In this study the focus is on academic experience as the recalled *process* of learning, rather than the *outcome* of that process, manifested in a qualification. Where a student is highly motivated to achieve academic goals, there is likely to be a high level of academic involvement. The social experience of learning is arguably more complex than the more narrowly defined academic experience. A university is a social milieu where many interactions occur between students, faculty, administrative professionals, peers, parents, alumni and donors (Van Der Velden, 2012). This social environment provides opportunities for participants to interact with one another and form enduring connections (McAlexander and Koenig, 2010). Social ties derive from individuals' attendance at a university (Brown and Davis, 2001), but alumni's interaction after graduation can increase the strength of these ties (Ellison et al., 2007, Farrow and Yuan, 2011).

Social networks comprise 'strong' and 'weak ties' (Onyx and Bullen, 2000, Granovetter, 1982). Both can be found in the same networks and create a sense of belonging and community. Strong ties are defined as relationships which are developed over time through many interactions, creating a sense of integration in the social entity and developing a shared identity (Leonard and Onyx, 2003). Weak ties are relatively undeveloped and comprise loose connections between individuals who may provide useful information or new perspectives for one another but typically not emotional support (Granovetter, 1982).

The concept of social ties may be of particular relevance to the higher education context. Higher education is a high involvement, experientially rich service, characterised by a relatively lengthy experience (typically 3 years) (Woodall et al., 2012) usually involving memorable peak experiences of fun and challenges. The production and consumption of such transformational experiences provide opportunities for forming relationships/ties which

influence behaviour (McAlexander et al., 2004). In the context of higher education, Farrow and Yuan (2011) argue that the strength of social ties that alumni form can influence alumni's attitudes and behaviours. It is argued that students' positive recalled experiences are associated with strong and more developed ties, and hence more favourable attitudes and loyalty behaviours.

Student loyalty has mainly been conceptualised as attitudinal loyalty including likelihood to recommend the university to others (Hennig-Thurau et al., 2001). This study additionally adds a broadened construct of behavioural intention which incorporates activities, such as offering support to the institution through guest lectures, acting as student mentors or staying in contact with lecturers. This distinction between attitudes and behaviour is consistent with Woodall, Hiller and Resnick (2012) who suggest that both aspects of loyalty are important in the higher education context with attitudinal loyalty as the motivation behind the manifestation of behavioural loyalty. Therefore, it is hypothesised that (Figure 1):

H1: A more positive recall of academic experience will lead to (a) stronger alumni attitudinal loyalty and (b) higher intention to undertake behaviours which support their university.

H2: A more positive recall of social experience will lead to (a) stronger alumni attitudinal loyalty and (b) higher intention to undertake behaviours which support their university.

Very little research has distinguished between the effects of recalled academic and social experience on subsequent loyalty to an educational institution. The third hypothesis thus seeks to make a contribution to knowledge by comparing the effects of social and academic experience on loyalty behaviours.

H3: Recalled academic experience and recalled social experience have different effects on (a) alumni attitudinal loyalty and (b) intention to undertake behaviours which support the university.

### **Identification, social ties and loyalty**

The concept of social identity is well established in the domain of sociology and has been used to explain behaviour in the fields of organisational behaviour (Mael and Ashforth, 1992); group membership (Bhattacharya et al., 1995); and consumers' loyalty to brands (Homburg et al., 2009). It has been noted that students can identify with many groups within their institution (Jungert, 2013), from the university as a generic global identifier, through identification with specific departments, programmes, campuses, university sports and social clubs. Such memberships and social ties contribute to individuals' development of identity (Leonard and Onyx, 2003). Some authors argue that alumni's identification with their university influences their propensity to support it (Iyer et al., 1997, Mael and Ashforth, 1992). This is not surprising as stronger ties between alumni and the university are consistent with higher levels of identification (Jiang and Carroll, 2009) and higher levels of loyalty (Wiertz and De Ruyter, 2007).

H4: Alumni identification with their university has a positive influence on (a) alumni attitudinal loyalty and (b) intention to undertake behaviours which support the university.

### **Time since graduation as a moderator**

It was noted above that student experience is considered here as a construct of retrospective recall rather than a measure with an absolute value recorded at the time of occurrence of the reported event (Gupta and Vajic, 2000). Very little research has been undertaken to



understand how recall of experience changes with the passage of time, and more specifically, how different components of students' recalled experience change.

One possibility is that recent graduates do not immediately appreciate the salience of their experience at university and initially exhibit low loyalty behaviours. Subsequent life experiences may cause them to revise their evaluation and look back increasingly favourably on experiences at their university (Iyer et al., 1997) and hence show greater levels of loyalty to it. Purcell, Wilton and Elias (2007) maintain that mature graduates tend to evaluate their higher education experience and the opportunities that these had led to more positively. This may be consistent with the extensive literature on cognitive dissonance (Festinger, 1957) which suggests that individuals have a tendency to rationalise away perceptions of poor experience, for example excessive assignments and poor social activities, and gradually improve their retrospective evaluation of the experience. An alternative view is that with the passage of time, alumni may downgrade their recollections of experiences which were considered good at the time, because subsequent exposure to related stimuli provides updated evaluation criteria. For example, university sports facilities which were considered good at the time may now be considered poor in comparison to those which have been subsequently experienced.

In an attempt to include time as a variable in the alumni's loyalty framework, McAlexander and Koenig (2001) hypothesised that the passage of time does not influence alumni's loyalty and subsequently found that the passage of time was only related to alumni's likelihood of donation (although this may have also reflected alumni's increasing income as their careers developed). While this finding is intuitive, the potential role of the passage of time on non-financial loyalty behaviours and attitudes of alumni is under-researched. This paper makes a contribution to knowledge by investigating the effects of time as a moderator

of the association between recalled experience and loyalty behaviour within the specific context of higher education.

H5: The longer the time since graduation, the stronger is the effect of academic recalled experience on (a) alumni attitudinal loyalty and (b) intention to undertake behaviours which support their university.

H6: The longer the time since graduation, the stronger is the impact of recalled social experience on (a) alumni attitudinal loyalty and (b) intention to undertake behaviours which support their university.

With regard to the moderating effect of time on the association between recalled experience and identity, a number of studies have suggested that a reorientation may occur, whereby the salience of social groups based on an individual's more distant employment declines with the passage of time, while other social groups become more prominent, therefore identification weakens over time (Spaeth and Greeley, 1970, Iyer et al., 1997). However, empirical findings provide conflicting results. McAlexander and Koenig (2001) found that alumni identification with their alma mater can atrophy as time passes, while loyalty increases with time. However, Iyer *et al.* (1997) demonstrated that older alumni identified more with the institution than recent alumni. A possible reason for these inconsistent findings might be that time exerts a moderating rather than direct effect. It has been suggested that focusing on direct effects may provide contradictory results, thus examining moderating effects is much more meaningful (Baron and Kenny, 1986). As previously discussed, high levels of identification and loyalty are consistent with strong ties which are often built up over a long history of interaction (Leonard and Onyx, 2003). Hence, time is needed for identification to translate into loyal attitudes and behaviours.

H7: The longer the time since graduation, the stronger is the impact of alumni identity on (a) alumni attitudinal loyalty and (b) intention to undertake behaviours which support their university.

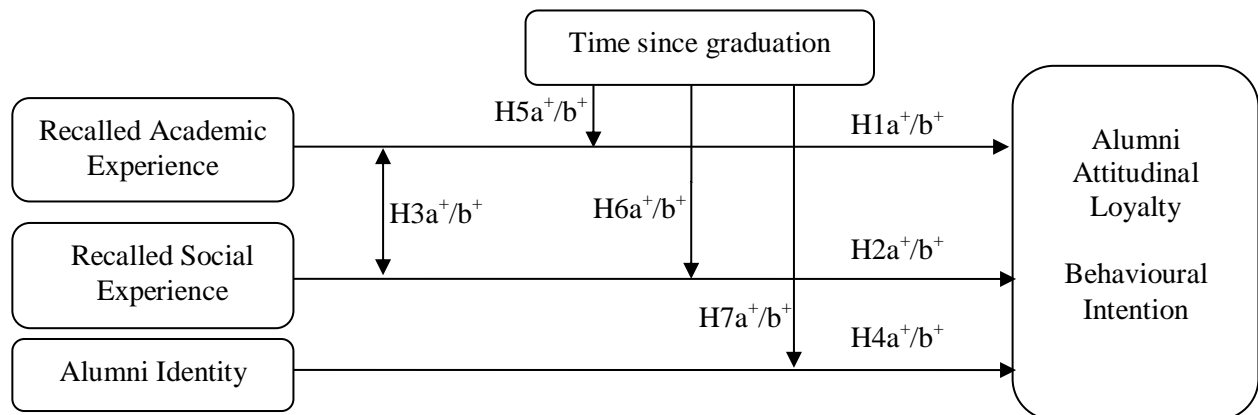


Figure 1 Conceptual framework

## Methodology

### Procedure and sampling

The sample comprised alumni of a large pre-92 UK university. An online survey was used and an invitation e-mail was sent by the director of the alumni association to the 12,763 alumni registered with the university. Overall 883 agreed to participate in the study with 805 fully completed questionnaires. The sample characteristics were a good representation of the population characteristics (Table 1). In addition, comparison of early and late respondents on the focal constructs of the study indicated no significant non-respondent biases.

Place TABLE 1 here

## Measurement scales

Survey items were created from existing scales validated in previous research using five-point Likert scales. This research applies and contextualises Pascarella's and Terenzini's (1980) involvement and interaction model to measure alumni involvement and interaction with their former peers and faculty members to predict their persistence to their alma mater. Academic experience was captured using an eight-item Likert scale. The items focus on the evaluation of the interactions with faculty as well as academic and intellectual development during their studies.

Social experience was conceptualised as a seven-item five-point Likert scale evaluating peer group interactions during their studies.

To measure alumni identification with the university five items from the organisational identification framework from Mael & Ashforth (1992) were adapted., Alumni attitudinal loyalty was measured on a four-item scale adapted from Hennig-Thurau *et al.* (2001) and Zeithaml, Berry & Parasuraman (1996). Behavioural intention was contextualised as a five-item scale based on exploratory qualitative research and asked respondents how likely they are to support the university by giving lectures, acting as a mentor to students, and to stay in contact with faculty over the next 2-3 years.

## Scale validation

Confirmatory factor analysis (CFA) was applied to assess the reliability and validity of the scales applied in this study (Gerbing and Hamilton, 1996). Goodness-of-fit indices suggested that the final measurement model fitted the data adequately ( $\chi^2(280)=1025.5, p\leq.00$ ). The comparative fit index (CFI=.94), the incremental fit index (IFI=.94) and the Tucker-Lewis index (TLI=.93) were all above the threshold of .9 and the RMSEA=.058 was well below .08 (Bentler and Bonett, 1980). Standardised loadings of the remaining items were all significant

and above .5 thus supporting convergent validity (Anderson and Gerbing, 1988). The constructs demonstrated adequate reliability with Cronbach's alpha values and construct reliability indices ranging from .79 to .89. Average variance extracted (AVE) was .5 or above for each construct and larger than the corresponding squared inter-construct correlation estimates thus confirming discriminant validity (Fornell and Larcker, 1981). Composite variables for each construct were calculated for further analyses. Sample means, standard deviations, construct reliabilities, average variance extracted and Pearson correlation coefficients were computed for all latent variables of this study (Table 2).

Place TABLE 2 here

## **Results and discussion**

### **Moderated regression analysis**

In order to test the hypotheses, a two-step hierarchical moderated regression analysis using ordinary least squares was conducted for each dependent variable (Selmer et al., 2013) (Table 3). Moderated regression assesses interaction effects within the hypothesised model that permits the slope of one or more independent variables to vary across values of the moderator variable. Mean centering has been employed in order to minimise the problems of multicollinearity between the interaction effects and the main effects in the model (see Aiken and West, 1991). In addition, an examination of the variance inflation factors (VIFs) showed that no values were above two and thus confirms that multicollinearity is very low. The moderator (time since graduation) was incorporated through the inclusion of three additional factors in model 1b and model 2b.

### **Predicting alumni attitudinal loyalty**

Consistent with previous studies (e.g. Farrow and Yuan, 2011, Newman and Petrosko, 2011) the results indicate a significant positive effect of recalled academic and social experience during time at university and alumni identity on attitudinal alumni loyalty. In addition, the effect of recalled academic experience ( $b=.34, p<.001$ ) is higher than the effect of recalled social experience ( $b=.17, p<.001$ ) confirming the findings of Hennig-Thurau *et al.* (2001) and Mael and Ashforth (1992) who demonstrated that recalled academic experience is a key determinant of loyalty. The effect of alumni identity ( $b=.37, p<.001$ ) is of similar size to that of recalled academic experience. Based on these findings hypotheses H1a, H2a, H3a and H4a were accepted.

Place TABLE 3 here

The main effects accounted for 42% of the variance in alumni attitudinal loyalty. Adding ‘time since graduation’ as a moderator variable led to a significant increase in the variance explained in attitudinal loyalty ( $R^2=.44, \Delta R^2=.022, F_{\text{change}}=10.16, p<.001$ ) (Table 3).

Hypothesis 5a is rejected as the results show a significant negative interaction effect between time since graduation and recalled academic experience ( $b=-.12, p<.001$ ). This indicates that the longer the time since graduation, the weaker is the positive relationship between recalled academic experience and alumni attitudinal loyalty. This may be consistent with the proposition discussed earlier that previous events may be compared unfavourably with more recent experiences providing an updated benchmark for evaluation, e.g. the experience of lectures at university may be recalled negatively when compared with more recent and favourable experience of training courses attended.

In contrast, the interaction effects of time since graduation and recalled social experience is not significant. Thus H6a is rejected. An explanation for this may be that good social

experiences are stored in long-term memory and can be recalled regardless of the passage of time. This is consistent with the framework of cognitive dissonance advanced earlier whereby individuals tend to reinforce the recall of good elements of an experience. Hence the moderating effect of time in this case is limited.

The relationship between identity and alumni loyalty is moderated by time since graduation ( $b=.13, p<.001$ ), supporting H7a. Thus the longer the time since graduation, the stronger is the positive association between identity and loyalty, supporting the findings of Iyer *et al.* (1997). This suggests that with the passage of time, the influence of academic experience declines, and the influence of identity increases. Time since graduation should thus be taken into consideration as an indirect predictor of alumni attitudinal loyalty.

### **Predicting behavioural intention**

The antecedents in model 2a are only able to explain 16% in variation of behavioural intention of alumni to actively support and engage with the university. This apparently low level of variance explained is unsurprising given that behavioural intention entails active participation and engagement with the university. It may be more probable for engaged alumni to have general positive attitudes towards their alma mater than to display specific and highly supportive behaviours.

Only recalled academic experience ( $b=.22, p<.001$ ) and alumni identity ( $b=.27, p<.001$ ), but not recalled social experience, are significant predictors of behavioural intention, supporting H1b and H4b, whilst H2b is rejected. In addition, H3b is supported as only the influence of recalled academic experience is significant but not that of recalled social experience. This is consistent with findings from previous research (Hennig-Thurau *et al.*, 2001, Mael and Ashforth, 1992) and extends knowledge by indicating that recalled academic

experience is not only a key antecedent of alumni attitudinal loyalty but also of alumni's intention to undertake behaviours which support their university.

No noteworthy moderating effect of time since graduation on the relationship between recalled academic and social experience, identity and behavioural intention was found. The  $R^2$  value did not significantly improve by adding time as a moderator into the equation ( $R^2=.17$ ,  $\Delta R^2=.006$ ,  $F_{\text{change}}=1.95$ ,  $p>.001$ ). There is a minor significant negative interaction effect between time since graduation and recalled academic experiences on behavioural intention ( $b=-.08$ ,  $p<.05$ ). H5b, H6b and H7b are thus rejected.

The regression analyses provided interesting insights into the linkages between recalled experience, identity, attitudinal loyalty, behavioural intention and the passage of time, but by itself, regression was not able to identify groups of students who might have distinct patterns of behaviour. In particular, the literature on strong and weak ties has suggested that the strength of ties could be related to loyalty but this could not be identified from the regression analysis alone. Therefore second stage of analysis has been employed by using cluster analysis to identify distinct cohorts of alumni members with shared patterns of identity, recalled experience and loyalty.

### **Cluster Analysis**

A two-stage clustering approach was employed to identify distinct groups of alumni with similar characteristics (Everitt, 1974). The authors first applied Ward's method to determine the number of initial clusters (Punj and Stewart, 1983). In the second step, a non-hierarchical clustering technique (K-means algorithm) was applied (Hair et al., 2007). The results reveal the suitability of a three-cluster solution. Analyses of variance and Chi-square analyses were employed to test for differences between the three clusters (Table 4). No significant differences with regards to gender composition of the clusters were found ( $\chi^2=1.82$ ,  $p>.05$ ).



Place TABLE 4 here

### ***Alumni: Strong or weak ties?***

Social ties are usually defined quite vaguely and the measure of strength of ties is approximate at best (Jiang and Carroll, 2009). With regards to alumni, the cluster analysis resulted in three types of social ties based on the sociology and higher education literatures.

Cluster 1: '*Strong Ties*'. This cluster comprised 26.8% of the sample. Alumni in this cluster reported the highest means for all constructs displayed in Table 3 and were thus labelled 'strong ties'. They had already built strong connections with academics, peers, and the university during their time of study, as indicated by the high mean for alumni identity. These alumni generally tended to be highly active and involved in academic and extracurricular activities as students. Students' high involvement is consistent with favourable academic and social experiences (Liu and Jia, 2008). The role of students' experiences in shaping their perceptions and feelings towards the university continued after their time of study. McAlexander and Koenig (2010) found that alumni experiences of their education deeply impacted their lives and self-concept, with anecdotal evidence of alumni who closely identify with their former academic mentors who inspired their commitments and form the basis of strong ties. 'Strong ties' were more likely to have achieved a taught postgraduate or PhD degree from the university ( $\chi^2=34.18, p<.0001$ ) and are very likely to be still in contact with lecturers ( $F=88.1, p<.0001$ ), other staff ( $F=56.61, p<.0001$ ) and former students from the university ( $F=40.42, p<.0001$ ). Thus 'strong ties' recognise their interdependence with other members of a broader academic community that includes other alumni, students and academics.

They are likely to identify with the institution with pride and exhibit loyal behaviours and attitudes towards fellow alumni members. Such supporting behaviours are not surprising given the considerable value of higher education in one's life. This impact on people's inspirations and values is indicative of a strong tie (Leonard and Onyx, 2003). Students, employees and alumni adorning themselves, their offices, and their homes with university branded merchandise are good examples for the reality of these strong ties. Some alumni have even gone as far as tattooing university insignia on their bodies (McAlexander and Koenig, 2012). 'Strong ties' in this study are on average aged 38.9 years.

Cluster 2: '*Weak Ties*'. This cluster comprised 47.1% of the sample. Drawing on the social ties framework, alumni clustered as 'weak ties' tend to have loose connections with the university, academics and professional administrators, yet would still keep in contact with former students. Recently, researchers have emphasised the importance of Internet-based social network sites (SNSs) for the formation of weak ties because the technology is well-suited to maintaining such ties economically and easily (Farrow and Yuan, 2011). SNSs enable users to create and maintain a larger, diffuse networks of relationships from which they could potentially draw resources (Ellison et al., 2007). 'Weak ties' interactions with the university and its members are likely to be less regular and instrumentally triggered by a need for information or assistance.

'Weak ties' would have recorded a reasonable level of recalled academic experience (though lower than 'strong ties'), yet a more favourable recalled social experience. They are very likely to be still in contact with former students from the university ( $F=40.42$ ,  $p<.0001$ ) at a similar level as strong ties, but not with lecturers or other staff. Memorable 'fun times' at university are thus likely to lead to maintaining connections with peers but not necessarily with academics.

Compared to ‘strong ties’, ‘weak ties’ are likely to identify themselves slightly less with their alma mater, as well as exhibit lower levels of attitudinal loyalty levels. However, their intention to actively engage with the university in the foreseeable future is significantly lower in comparison to ‘strong ties’ and comparable to the ‘no ties’ cluster. Alumni in the ‘weak ties’ cluster were more likely to have achieved an undergraduate degree from the university ( $\chi^2=34.18, p<.0001$ ). ‘Weak ties’ are on average aged 42.3 years

Cluster 3: ‘*No Ties*’. This cluster comprised 26.1% of the sample. ‘No ties’ exhibit less favourable attitudes than ‘weak ties’ towards their university experiences. They may be relieved / contented to have graduated, have moved on with their lives and leave their university experience in the past. This is confirmed by the results of this study that in contrast to the other two clusters, a significantly higher proportion of ‘no ties’ are either already retired (15.3%) or self-employed (12.9%) ( $\chi^2=30.83, p<.002$ ). A significantly higher proportion of ‘no ties’ (50.1% in contrast to 35% for strong ties and 44% for weak ties) have enrolled at another university for further studies ( $\chi^2=10.81, p<.005$ ). This might explain the lack of ties to their first university and is consistent with Mael and Ashforth (1992) finding that the number of institutions attended is negatively related to identification with a given institution.

Hence, ‘no ties’ tend to be detached from their alma mater with low levels of identification with it. They are more likely to attribute their academic success mainly to their own efforts rather than to opportunities the university may have provided. The findings of this study suggested that ‘no ties’ are unlikely to still be in contact with lecturers or former students from the university. Therefore, unlike ‘strong ties’ and to a certain extent ‘weak ties’, these ‘no ties’ alumni do not feel a sense of indebtedness towards the university, and are not motivated to alleviate this indebtedness through reciprocation (Newman and Dale, 2005). Reciprocation in the context of alumni would entail supportive and loyalty attitudes and

behaviours. However, ‘no ties’ are not expected to exhibit high levels of either attitudinal loyalty or behavioural intention. ‘No ties’ are on average aged 45.3 years

## **Conclusions and implications**

This study has responded to previous calls to examine relationships between alumni identity and other variables (Jimenez-Castillo et al., 2013). Earlier studies have tended to look at student experience and alumni loyalty in isolation from each other, but this research has made a contribution to knowledge by treating students’ recalled experience as a driver of alumni loyalty behaviours. Furthermore, this paper distinguished between academic and social experience and found differential effects on alumni loyalty behaviours. Recalled academic experience plays a considerable role in influencing loyalty attitudes and behavioural intentions of alumni, whilst the role of recalled social experience is limited.

A contribution has been made by incorporating the passage of time into the evaluatory framework. Student experience can best be understood as a construct based on retrospective recall and this study has found that over time, the effects of recalled academic experience weaken in respect of attitudinal loyalty. In addition, this study adds to understanding about the role of identity over time. When passage of time is taken into account the influence of identity with a university on alumni’s loyalty increases. A further contribution of this study derives from the identification of alumni clusters. Based on the social ties framework, distinct groups of alumni with similar characteristics have been identified. The methodology has been robust in testing a theoretical model and subsequently using cluster analysis to probe more deeply the combination of characteristics which contribute to the existence of groups of alumni with different attitudes and behaviours.

This study has a number of practical implications for managers in the higher education sector. To date, alumni associations have tended to adopt a mass relationship marketing

approach which often results in low alumni engagement and hence wasted efforts. The identification of distinct clusters may suggest that alumni associations should adopt more segmentation and targeting in their approaches to alumni. This is consistent with Jimenez-Castillo *et al.* (2013) findings revealing the existence of heterogeneous groups of alumni that demand different interventions if long-term relationships with them are to be developed. In the case of ‘strong ties’ placing greater emphasis on the value of their academic experience, the alumni association in coordination with schools/ departments could provide more opportunities for these alumni to relive some shared academic experiences. This may include offering online courses (e.g., MOOCs) which will also help updating alumni academic knowledge but more importantly strengthen the recalled value of their academic experience that may otherwise atrophy over time. On the other hand, as ‘weak ties’ perceive a more favourable social experience during their times at university, alumni association could aim to foster recall of this group’s social experience through organising events, picture sharing, memorabilia, etc. These interventions could also be expected to enhance alumni’s sense of identification and subsequent loyalty. A large percentage of ‘no ties’ has been found to consist of alumni who had switched to other institutions to pursue further postgraduate studies. This suggests the importance to institutions of seeking to retain students to pursue postgraduate studies. This is likely to develop a strong sense of students’ identification as well as potential loyalty attitudes and behaviours.

Despite the overall statistical significance and important implications the findings of this study, there remain some limitations to be noted. Despite examining the variable of time since graduation, the nature of the data was cross-sectional. Additional studies might adopt a longitudinal design to more accurately examine the role of time in shaping the behaviour and attitudes of alumni. Another fruitful direction for future research may include further studies in the field of relationship marketing in higher education. The introduction of the full fee

policy in the UK (BBC, 2011) undoubtedly gives heightened importance to the practice of relationship marketing between higher education institutions and students/alumni.

## References

- Aiken, L. S. & West, S. G. (1991), *Multiple regression: Testing and interpreting interactions*, (Newbury Park, Sage).
- Anderson, J.C. & Gerbing, D.W. (1988) Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach. *Psychological Bulletin*, 103, pp. 411-423.
- Barnard, Zenia & Rensleigh, Chris (2008) Investigating online community portals for enhanced alumni networking. *Electronic Library*, 26, pp. 433 - 445.
- Baron, R.M. & Kenny, D.A. (1986) The moderator mediator variable distinction in social psychological-research - conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, pp. 1173-1182.
- Belfield, C.R. & Beney, A.P. (2000) What determines alumni generosity? Evidence for the UK. *Education Economics*, 8, pp. 65-80.
- Bentler, P.M. & Bonett, D.G. (1980) Significance tests and goodness of fit in the analysis of covariance structures. *Psychology Bulletin*, 88, pp. 588-606.
- Berger, J.B. & Milem, J.F. (1999) The role of student involvement and perceptions of integration in a causal model of student persistence. *Research in Higher Education*, 40, pp. 641-664.
- Bhattacharya, C. B., Rao, C.R. & Glynn, Mary Ann (1995) Understanding the Bond of Identification: An investigation of its correlates among art museum members. *Journal of Marketing*, 59, pp. 46-57.
- Blackmore, J., Douglas, A. & Barnes, B. (2006) Measuring student satisfaction at a UK university. *Journal for Quality Assurance in Education*, 14, pp. 251-267.
- Bristol, R.B. Jr. (1990) The life cycle of alumni donations. *The Review of Higher Education*, 13, pp. 503-518.
- Brown, C. M. & Davis, E.J. (2001) The historically Black college as social contract, social capital, and social equalizer. *Peabody Journal of Education*, 76, pp. 31-49.
- Clotfelter, C. T. (2003) Who are the alumni donors? *Nonprofit Management and Leadership*, 12, pp. 119-138.
- Ellison, N. B., Steinfield, C. & Lampe, C. (2007) The Benefits of Facebook ‘‘Friends.’’ Social Capital and College Students’ Use of Online Social Network Sites. *Journal of Computer-Mediated Communication*, 12, pp. 1143-1168.
- Everitt, Brian (1974), *Cluster Analysis*, (London, Heinemann).
- Farrow, H. & Yuan, Y. C. (2011) Building stronger ties with alumni through facebook to increase volunteerism and charitable giving. *Journal of Computer-Mediated Communication*, 16, pp. 445-464.

Festinger, Leon (1957), *A theory of cognitive dissonance*, (California, Stanford University Press).

Fisher, A. (2010) Speech-act theory as a new way of conceptualizing the 'student experience'. *Studies In Higher Education*, 35, pp. 505-512.

Fornell, C. & Larcker, D.F. (1981) Evaluating Structural Equation Models with Unobservable Variables and Measurement Errors. *Journal of Marketing Research*, 18 (February), pp. 39-50.

Gallo, M.L. (2013) Higher education over a lifespan: a gown to grave assessment of a lifelong relationship between universities and their graduates. *Studies In Higher Education*, 38, pp. 1150-1161.

Gerbing, D. W. & Hamilton, J. G. (1996) Viability of exploratory factor analysis as a precursor to confirmatory factor analysis. *Structural Equation Modeling*, 3, pp. 62-72.

Gibbs, P. & Dean, A. (2014 (in press)) Troubling the Notion of Satisfied Students. *Higher Education Quarterly*.

Granovetter, M. S. (1982), The Strength of Weak Ties: A Network Theory Revisited. In Marsden, P.V. & Lin, N. (Eds.) *Social Structure and Network Analysis*. (Beverly Hills, CA, Sage).

Gupta, S. & Vajic, M. (2000), The Contextual and Dialectical Nature of Experience. In Fitzsimmons J. A. & Fitzsimmons M. J. (Eds.) *New Service Development. Creating Memorable Experiences*. (Thousand Oaks, Sage).

Hair, J. F., Black, W.C., Babin, B.J. & Anderson, R.E. (2007), *Multivariate Data Analysis: A Global Perspective*, (New Jersey, Pearson Prentice Hall).

Hennig-Thurau, T., Langer, M.F. & Hansen, U. (2001) Modelling and managing student loyalty. *Journal of Service Research*, 3, pp. 331-344.

Homburg, Christian, Wieseke, Jan & Hoyer, Wayne D. (2009) Social Identity and the Service-Profit Chain. *Journal of Marketing*, 73, pp. 38-54.

Iyer, V., Bamber, E. & Barefield, R. (1997) Identification of accounting firm alumni with their former firms: Antecedents and out-comes. *Accounting, Organizations and Society*, 22, pp. 315-336.

Jiang, H. & Carroll, J.M. (2009) Social capital, social network and identity bonds: a reconceptualization. *C&T'09*, pp. 51-60.

Jimenez-Castillo, D., Sanchez-Fernandez, R. & Iniesta-Bonillo, A. (2013) Segmenting university graduates on the basis of perceived value, image and identification. *International Review on Public and Nonprofit Marketing*, 10, pp. 235-252.

Jungert, T. (2013) Social identities among engineering students and through their transition to work: a longitudinal study. *Studies In Higher Education*, 38, pp. 39-52.



- Jüttner, U., Schaffner, D., Windler, K. & Maklan, S. (2013) Customer service experiences: Developing and applying a sequential incident laddering technique. *European Journal of Marketing*, 47, pp. 738-769.
- Kahu, E. R. (2013) Framing student engagement in higher education. *Studies In Higher Education*, 38, pp. 758-773.
- Leonard, R. & Onyx, J. (2003) Networking Through Loose and Strong Ties: An Australian Qualitative Study. *International Journal of Voluntary and Nonprofit Organizations*, 14, pp. 189-203.
- Liu, Y. & Jia, S. (2008) An empirical research on the forming of students' loyalty to university brand from the brand community point of view. *Education Technology & Training*, 1, pp. 46-49.
- Mael, F. & Ashforth, B.E. (1992) Alumni and their alma mater: a partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13, pp. 103-123.
- Manthiou, A., Lee, S., Tang, L. & Chiang, L. (2014) The experience economy approach to festival marketing: vivid memory and attendee loyalty. *Journal of Services Marketing*, 28, pp. 22-35.
- Mcalexander, J. H. & Koenig, H. F. (2001) University experiences, the student - college relationship, and alumni support *Journal of Marketing for Higher Education*, 3, pp. 21 - 43.
- Mcalexander, J. H., Koenig, H. F. & Schouten, J. W. (2004) Building a university brand community: The long-term impact of shared experiences. *Journal of Marketing for Higher Education*, 14, pp. 61-79.
- Mcalexander, J. Harry & Koenig, Harold F. (2010) Contextual influences: building brand community in large and small colleges. *Journal of Marketing for Higher Education*, 20, pp. 69 - 84.
- Mcalexander, J. & Koenig, H. (2012) Building communities of philanthropy in higher education: Contextual influences. *International Journal of Nonprofit and Voluntary Sector Marketing*, 17, pp. 122-131.
- Monks, J. (2003) Patterns of giving to one's alma mater among graduates from selective institutions. *Economics of Education Review*, 22, pp. 121-130.
- Newman, L. & Dale, A. (2005), Network structure, diversity, and proactive resilience building: a response to Tompkins and Adger. *Ecology and Society*.
- Newman, M. D. & Petrosko, J. M. (2011) Predictors of alumni association membership. *Research in Higher Education*, 22, pp. 738-759.
- Onyx, J. & Bullen, P. (2000) Measuring Social Capital in Five Communities. *Journal of Applied Behavioral Science*, 36, pp. 23-42.
- Pascarella, E. & Terenzini, P. (2005), *How College Affects Students, Volume 2, A Third Decade of Research*, (San Francisco, CA, Jossey-Bass).

- Pascarella, E.T. & Terenzini, P.D. (1980) Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *Journal of Higher Education*, 51, pp. 60-75.
- Prahalad, C.K. & Ramaswamy, V. (2003) The new frontier of experience innovation. *MIT Sloan Management Review*, 44, pp. 12-18.
- Punj, G. & Stewart, D.W. (1983) Cluster analysis in marketing research: review and suggestions for application. *Journal of Marketing Research*, 20, pp. 134-148.
- Purcell, K., Wilton, N. & Elias, P. (2007) Hard Lessons for Lifelong Learners? Age and Experience in the Graduate Labour Market. *Higher Education Quarterly*, 61, pp. 57-82.
- Selmer, J., Lauring, J. & Jonasson, C. (2013) Academic staff involvement and openness to diversity in international educational organisations: is there a moderating effect of shared language? *Higher Education Quarterly*, 67, pp. 135-156.
- Spaeth, J. L. & Greeley, A. M. (1970), *Recent Alumni and Higher Education*, (New York, McGraw-Hill).
- Sung, M. & Yang, S. U. (2009) Student-university relationships and reputation: a study of the links between key factors fostering students' supportive behavioral intentions towards their university. *Journal of Higher Education*, 57, pp. 787-811.
- Tom, G. & Elmer, L. (1994) Alumni Willingness to Give and Contribution Behavior. *Journal of Services Marketing*, 8, pp. 57 - 62.
- Van Der Velden, G. (2012) Institutional Level Student Engagement and Organisational Cultures. *Higher Education Quarterly*, 66, pp. 227-247.
- Weerts, D. J., Cabrera, A. F. & Sanford, T. (2010) Beyond giving: political advocacy and volunteer behaviours of public university alumni. *Research in Higher Education*, 51, pp. 346-365.
- Wiertz, C. & De Ruyter, K. (2007) Beyond the call of duty: why customers contribute to firm-hosted commercial online communities. *Organization Studies*, 28, pp. 347-376.
- Woodall, T., Hiller, A. & Resnick, S. (2012) Making sense of higher education: students as consumers and the value of the university experience. *Studies In Higher Education*, pp. 1-20.
- Yee, P. L. F. Y. (2001) Competing contexts for developing personal and social education in Hong Kong. *Comparative Education*, 37, pp. 65-87.
- Zeithaml, V.A., Berry, L.L. & Parasuraman, A. (1996) The behavioral consequences of service quality. *Journal of Marketing*, 60, pp. 31-46.

## Tables

TABLE 1

### Sample and population characteristics

Characteristics	Total Population (Alumni registered)	Sample Population
Gender		
Male	55%	54%
Female	44%	46%
Average age (in years)	41.9	42.2
Age groups 21-30	21%	23%
31-40	34%	26%
41-50	21%	19%
51-60	16%	22%
60+	8%	10%
Graduation year		
2011-2002	31%	30%
2001-1992	33%	26%
1991-1982	17%	17%
1981-1972	13%	17%
1971-earlier	6%	10%

TABLE 2

Means, standard deviations, construct reliabilities, average variance extracted and correlations among latent constructs

Construct	No of items	Mean	SD	$\alpha$	1	2	3	4	5
1. Recalled academic experience	8	.91	.66	.89	.51				
2. Recalled social experience	4	.18	.73	.89	.30	.64			
3. Alumni identity	5	.56	.72	.84	.30	.20	.52		
4. Attitudinal alumni loyalty	4	.11	.63	.79	.50	.34	.52	.52	
5. Behavioural intention	5	.25	.93	.86	.31	.14	.34	.38	.50

Note: SD=Standard Deviation,  $\alpha$  = Cronbach's Alpha reliability estimates, Values in the diagonal represent the variance extracted

TABLE 3

## Hierarchical moderated regression analysis

	<i>Attitudinal Loyalty</i>				<i>Behavioural Intention</i>			
	<i>Model 1a</i>		<i>Model 1b</i>		<i>Model 2a</i>		<i>Model 2b</i>	
	<i>Beta</i>	<i>t-Value</i>	<i>Beta</i>	<i>t-Value</i>	<i>Beta</i>	<i>t-Value</i>	<i>Beta</i>	<i>t-Value</i>
<i>Main Effects</i>								
Recalled Academic Experience	.34	11.63**	.33	11.22**	.22	6.25**	.21	6.05**
Recalled Social Experience	.17	6.08**	.19	6.68**	.03	.79	.03	.75
Alumni Identity	.37	13.03**	.38	13.35**	.27	7.77**	.27	7.86**
<i>Moderator Effects</i>								
Recalled Academic Experience x Time			-.12	-4.04*			-.08	-2.1*
Recalled Social Experience x Time			-.03	-.99			-.04	1.05
Alumni Identity x Time			.13	4.47*			-.02	-.48
R <sup>2</sup>	.421		.443		.162		.168	
F statistic	190.7**		103.8**		50.78**		26.36**	
Change in R <sup>2</sup>	.022				.006			
Change in F statistic	10.16**				1.95			

Note: Dependent variable: re-patronage intention; \* $p < .05$ , \*\* $p < .001$

TABLE 4

## Cluster results

Dimensions	Cluster 1 'Strong ties'	Cluster 2 'Weak ties'	Cluster 3 'No ties'	F-value	Post-hoc tests <sup>a</sup>
Recalled Academic experience	High (4.29)	Medium (3.98)	Low (3.38)	144.18**	1-2; 1-3; 2-3
Recalled Social experience	High (4.37)	High (4.40)	Low (3.57)	133.48**	1-3, 2-3
Identity	High (4.07)	Medium (3.66)	Low (2.88)	248.10**	1-2; 1-3; 2-3
Attitudinal loyalty	High (4.54)	Medium (4.21)	Low (3.48)	266.34**	1-2; 1-3; 2-3
Behavioural intention	Medium (3.44)	Low (1.83)	Low (1.76)	629.50**	1-2, 1-3
No. of cases	216	379	210		
%	26.8%	47.1%	26.1%		

Notes: numbers in parentheses refer to means of the constructs within each cluster,

\*\* $p < .001$ , <sup>a</sup> indicate significant differences ( $p < .001$ ) between the clusters

**Total words = 7,387 (without references but including abstract and tables = 5,966)**